



**Work Together
Love to Learn
Reach for the Stars!**

NEWPORT PRIMARY SCHOOL
LITERACY POLICY

Signed:

Name: Mr Jimmy Sykes

Position: Chair of Governors

Signed:

Name: Ms Deborah O'Connell

Position: Headteacher

Core Principles:

English is a fundamental life skill and is at the heart of teaching and learning in every area of the curriculum. The development of literacy skills remains central to a child's life chances. English develops children's ability to listen, speak, read and write for a wide range of purposes. The acquisition of language skills empowers children to communicate creatively and imaginatively, as well as allowing them to engage with the wider world around them.

Aims:-

At Newport Primary School we believe that English is a fundamental life skill which every child is entitled to. We believe in a high-quality education which develops children's ability to listen, speak, read and write for a wide range of purposes. Our goal is for all children to be able to express themselves creatively and imaginatively through a love of reading and writing.

Newport Primary School aims to promote high standards of language and literacy by:

- ❑ building children's self confidence and independence.
- ❑ providing children with the practical tools to become independent and confident readers and writers.
- ❑ equipping pupils with a strong command of the spoken and written word.
- ❑ fostering a love and interest of books and the desire to read for enjoyment.
- ❑ giving children an understanding of different genres and text type.
- ❑ developing children's imagination.
- ❑ giving children all the skills of language essential to participate in society.

The National Curriculum for English:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and acquiring knowledge and information as well as acquiring a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Intent:

The curriculum intent for English at Newport Primary School is to enable children to acquire the knowledge, skills and understanding that is necessary for them to communicate effectively both verbally and through a variety of written forms. This will enable the children to access a broad and balanced curriculum, which broadens their horizons and allows them to feel empowered within their learning. The children will be encouraged to develop a love of reading and writing, which will allow them to establish key life skills.

Providing and promoting a variety of accessible texts from wide-ranging cultures and authors plays a role in promoting social awareness and understanding in our children. We encourage our pupils to ask questions about the world and to reflect on their experiences in comparison and contrast with themes they encounter in Literature.

Our English curriculum provides all children with the opportunities they need to be literate; supporting them in accessing high level reading and writing activities. Through our English planning, we intend to develop phonics and reading fluency skills, as well as reading comprehension. Furthermore, we provide pupils with the opportunity to write across the curriculum in a range of genres, linking to real-life experiences. In this way, the children can implement their spelling and grammar knowledge in addition to becoming legible and fluent writers. Our English curriculum reflects diversity, creativity and individuality, which assists our children in becoming empowered, resilient and reflective young people who are prepared to make a difference and fulfil their aspirations.

Implementation:

Using age related expectations and through carefully planned units of work, which build on prior learning and link to the wider curriculum, children can fully develop their literacy skills. Teachers are encouraged to plan exciting writing opportunities within English lessons, based on quality texts, which will engage pupils and motivate them to succeed. Fundamental literacy skills, such as spelling and grammar, are revisited

regularly across the year groups and build upon prior learning to ensure children are able to apply these within their writing. Our EYFS and KS1 pupils are timetabled to take part in daily Read Write Inc phonics sessions. In addition to the daily English lesson, teachers plan for pupils to have opportunities to write across other curriculum subjects, meaning that all children have regular literacy input throughout their school lives and are encouraged to apply their skills within other subjects. Independent writing in all classes demonstrates the creativity, imagination and individuality that pupils at Newport Primary School possess and is a clear indicator of pupil's progress as they move through the school. This progress is monitored through school, helping to secure teacher judgements. Our school has high standards of presentation across all subjects; each class follows a handwriting programme, leading to fluent and confident writers.

Impact:

At the end of every year, pupils are assessed against end of year expectations and samples are moderated internally to ensure continuity of progression. At Key Stage 1, we currently have outcomes that exceed the national average in phonics, reading and writing. Our outcomes at Key Stage 2 have been equivalent to or exceeding the national average for the last 3 consecutive years. SATS analysis, as well as pupil progress tracking, identify children who require focussed intervention in order to bridge the gap. Pupils working at Greater are tracked and monitored to ensure that they are sufficiently challenged to achieve their highest potential. The subject leader monitors progress within English, through termly book scrutinies and learning walks, as well as regular moderations, including in partnership with other schools.

Organisation:

A separate document lists the areas to be covered across our 2 year planning cycle (Long and Medium Term Plan). A further document details coverage of content in Grammar, Punctuation and Spelling.

Teaching and Learning Strategies:

Our curriculum is designed on a whole school two year cyclical thematic approach and focus texts are selected through links drawn from many Curriculum areas (including History, Geography, Science, PSHE and RE). Meaningful links are made as they arise.

Our approach to Reading:

In FS2, the children have a daily phonics lesson. Using the Read, Write, Inc scheme, the children begin reading by recognising the sounds associated with individual letters. The children soon start blending sounds to read whole words and then proceed onto sentences and reading whole RWI books (designed to use only the sounds they have learned in RWI thus making all children successful in their reading). They will also progress through our book banded reading scheme books once they have completed the RWI scheme and are competent. Whilst the children in EYFS and KS1 are accessing the RWI scheme, they have the opportunity to take additional reading books home to share with their families as part of our 'Reading for Enjoyment' series. Parents are invited into school early in the Autumn term to be introduced to the RWI scheme and how we teach reading in school. Before children take home a RWI book, we ask parents to share a library book with their child to develop their language of reading. In Year 1, the children have a 30 minute phonics lesson each day. They also have whole class guided reading lessons and individual reading sessions. The lessons follow the structure of learning as set out in the Read, Write, Inc programme. The learning gets progressively harder as the children move on to exploring alternative ways of writing each letter's sound (eg 'ay' can be written as 'a' 'ai' 'eigh' or 'ey'). The guided reading element of the lessons is designed to improve children's core reading skills. Word decoding is practised, vocabulary is discussed and understood and children answer comprehension questions about the text. Texts are read aloud to them, in order for them to develop their use of expression and 'storyteller voice'. For children who are still developing their phonic knowledge in Year 2 and above, they will participate in daily phonic sessions in addition to their literacy lessons. Year 2 children have daily spelling, punctuation and grammar lessons which incorporate reading skills. These skills are also developed in Literacy lessons across the school and may often include the quality texts and planning from Literacy Shed+ (See curriculum planning showing texts covered and reading skills being focussed on). In KS2 the children have guided reading sessions in which the emphasis moves from the decoding of words to the further development of comprehension skills, such as inference, prediction, deduction and information retrieval. All children take home a reading book that is given to them based on the ability they have shown in class. It is expected that children read to an adult at least 4 times a week and that the listening adult writes a comment in the homeschool reading record book about how their child had read and their ability to answer comprehension questions. Home reading books are changed by children when they have been read. All school reading books are colour banded and children move progressively through them as they journey up through the school until when they leave at the end of Y6. All classrooms engage and motivate readers with an inviting, high profile, comfortable and organised reading area. Children

are encouraged to review books they have read and recommend books for others to read. Themed books will be on display for children to access. Children are rewarded for reading 4 times a week at home with certificates and house-points awards. We are lucky to have parents and grandparents who volunteer to listen to children read each week in school. We have a school library which each class visit regularly.. Our library area has displays relating the current topics being studied in each class so that children can access themed books. We put great emphasis on promoting reading and celebrate World Book Day each year by dressing up, swapping books, reading to buddies and listening to staff sharing stories. We also have a weekly lunchtime Book club, focussed on growing vocabulary and depth textual analysis skills, that older children are invited to attend.

Our approach to Writing:

In EYFS the staff embed writing into daily learning experiences provided within the setting in child-initiated and teacher-led activities. Children apply their phonic knowledge in Read Write Inc lessons and are also expected to apply their knowledge during their daily topic and literacy sessions, when they write about real life experiences or events they have heard about in stories. In child-initiated learning time, adults may target specific children to practise their writing skills regularly in a variety of fun and interesting ways (e.g. writing in sand, glitter, paint or shaving foam and different papers). In addition, children are provided with opportunities, experiences and resources which allow them to write or mark-make independently. In Year 1, children apply their phonic knowledge when writing, in RWI lessons as well as across the curriculum. They have weekly spellings that they take home to practise. Grammar and punctuation are taught through RWI lessons. In Year 2, children have daily spelling, grammar and punctuation lessons lasting 30 minutes. They also take home weekly Spelling Shed spellings and Word Wall Words (Common Exception Words) are displayed/ accessible in each classroom. Children are encouraged to apply their SPAG knowledge when writing in all lessons. In addition to this, the children in KS1 produce a variety of pieces of writing based on their class / Literacy Shed VIPERS book. Each half term, writing is assessed according to Year 1 and Year 2 expectations using writing that has been produced unaided. Children respond to teacher comments through the 'Purple Pen' system and this enables progress to be seen over time. They edit their writing to make it better and evaluate their writing against success criteria in the objectives. In KS2, the children continue to have weekly Spelling Shed spellings that they take home to practise. They have spelling, grammar and punctuation lessons. Written work is based on their class text and, as in KS1, is assessed each half term according to KS2 expectations. The writing process in KS2 requires children to do everything that they do in KS1 and they

may sometimes be required to produce a presentation piece where their whole piece of writing is then written out in 'best.'

Our approach to Handwriting: see Handwriting Policy.

Our approach to Speaking and Listening:

Across the school, staff are committed to developing children to be confident speakers. We recognise the need for high quality talk to produce high quality writing. As a result of this, most lessons in school embed learning partner talk activities. Teachers expect all pupils to actively contribute to whole class discussions. Teachers encourage pupils to do this through the use of active learning strategies such as pupil selection via lollipop sticks where pupils (or their partner) give an answer if their stick is chosen from the class lolly-stick pot. Staff incorporate drama into their teaching as regularly as possible, thus providing pupils with the chance to be expressive and to project their voices with high levels of articulacy and volume. Children are given opportunities to speak in a range of different contexts and to a range of different audiences. Our approach to the planning of Literacy Teachers base all of their planning on the statutory objectives produced in NC government documents as well as using Literacy Shed+ planning as a guide. Teachers write cross curricular plans together to ensure that progression in Literacy is clear (See 2 year plan / termly plans). Teachers timetable Literacy based activities for pupils for at least one hour daily.

Our approach to the assessment and reporting of Literacy:

Teachers and teaching assistants assess pupils daily. Assessments are then used to inform the lesson planning process for further learning the next day. Teachers use tests at the end of each term (e.g. NFER) to assess pupil understanding in reading, grammar and punctuation. Teachers use these test papers to identify gaps in learning alongside their own teacher judgements and then plan to address these gaps in the lessons that lie ahead. Teachers assess individual pupils against national writing standards for each age group at the end of each term (Assessment sheets in book covers). Teachers report to parents on their child's standards in Literacy at the end of the year, as well as at Parents/Carers' afternoons/evenings and inform them of what they can do at home to progress their child's learning further.

Our approach to the monitoring of Literacy:

The Literacy Coordinator and Headteacher monitor the quality of teaching and learning in Literacy through lesson observations in reading and writing as well as through book scrutinies and pupil voice discussions with children. Where concerns are identified, individual members of staff are monitored more frequently and support (such as shared teaching) is put into place in order to help the quality of their work improve.